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| **Language and Level** | | French – Novice High 🡺 Intermediate Low | | | | | |
| **Theme** | | **Global Challenges:** Education | | | | | |
| **Important/Essential**  **Question(s)** | | Why can’t all young people go to school? | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | | * Describe the current status of education of young people locally, nationally, and globally * Identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school * Give reasons why going to school is important to oneself and locally, nationally, globally * Give examples of initiatives to support schooling for all young people around the world * Connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication | | | | | |
| **Integrated**  **Performance**  **Assessment**  *(Note: The presentational and interpersonal tasks follow the interpretive task and are informed by the information and knowledge gained from the interpretive task. )* | | **Interpretive Tasks** | | | | | |
| Students watch a movie about a young girl in Sénégal. Afterwards the students will describe how the girl’s life was represented in the film, and how it was influenced by the lack of education. Students examine two Internet sources in order to describe initiatives that support schooling for all young people around the world. | | | | | |
| **Presentational Task** 🡸 | | 🡺 **Interpersonal Task** | | | |
| Students design a plan for continued collaboration with a school in (x); present the plan to other classes/schools to encourage their participation. | | In small groups, students discuss ideas for continued collaboration with a school in (x) and how to involve other classes/schools/community in the collaboration. | | | |
| **Cultures** | | **Product:** School  **Practice:** Going to School  **Perspective:** Importance of school in (x)    **Product:** Daily class schedule  **Practice:** Required vs elective courses  **Perspective:** Purpose of school | | | | | |
| **Comparisons** | | Culture | | | Language | | |
| Reasons to attend/not attend school  Number of years students spend in school  Daily class schedules in school  School year calendar | | | “une année blanche” | | |
| **Connections** | | Other Disciplines | | | Technology | | |
| **Social Studies:**  Education systems/practices around the world  Global challenge of educating all young people  **English Language Arts:**  Synthesis of information from a variety of sources  Sharing information and ideas with others through discussions | | | Creating informational websites  Using Skype to connect and collaborate with others | | |
| **Communities** | | Inform other classes/schools/community about the opportunities for collaboration with the school in (x) and encourage their participation. | | | | | |
| **Connections to Common Core** | | **Writing: 6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Speaking and Listening: 2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | |
| Tool Box | | | | | | | |
| Language Functions | | | Structures / Patterns | | | Essential Vocabulary | |
| **Compare** school systems | | | plus que, moins que, aussi que | | | Les droits des enfants  Obligatoire/facultatif | |
| **Describe** school systems | | | adjective agreement and position | | |
| **Explain** reasons for education | | |  | | |
| Key Learning Activities | | | | | | | |
| Standards  Focus | Learning Activity | | | | | Purpose | In-class /  Home |
| Interpersonal | Small groups: brainstorm reasons why all young people in the world can’t go to school | | | | | Assess background knowledge | In-class |
| Interpretive | View: <http://prezi.com/_9icbrqc-uhg/education-counts/> | | | | | Provide global context | Home |
| Presentational | Use social media to call attention to a global issue with regard to education | | | | |  |  |
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| **Resources** | | | | | | | |
| *La Petite Vendeuse de Soleil* – film about girl in Sénégal  World Wise Schools website about education  <http://wws.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=3578>  Film explaining importance of education for all children  <http://www.youtube.com/watch?v=OI3eK2r75T8> = | | | | | | | |